

# New York School Journal.

"EDUCATION IS THE ONE LIVING FOUNTAIN WHICH MUST WATER EVERY PART OF THE SOCIAL SYSTEM."—EDW. EVERETT.

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# New York School Journal.

## THE NEW YORK SCHOOL JOURNAL,

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—BY—  
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New York, January 10, 1880.

As we are having an extra number of our valuable papers bound, we find we need March 15th and 22nd. Please send them—we pay ten cents each.

We published last week a valuable article from the pages of the *International Review* on Technical Education. From some cause we neglected to give due credit to this excellent magazine.

Our subscribers will please notice the remarks respecting subscriptions on the 10th page. Hereafter, a small label will be found on the wrapper, which will show each subscriber the time to which the JOURNAL is paid. Will those in arrears kindly begin the New Year by paying up their indebtedness as shown by these labels, and starting off square on our looks.

The retirement of William Wood from the Board of Education of this city is a notable event. His venerable yet alert figure will be greatly missed from the various places where it ever lent vivacity and encouragement. A foreigner by birth; he became a progressive American, and comprehend the vast possibilities of the Republic, as few of its native-born citizens do. Education he believes is no luxury, but a right belonging to the children. For his whole-souled labor in behalf of the schools, he will carry with him the deserved thanks of every friend of childhood, not only in this metropolitan city, but in regions far remote.

We shall be pardoned if we believe the JOURNAL to be a fountain at which many are revived with refreshing drafts. We respectfully ask all publishers who find articles in our pages that suit their's, to transfer them freely, but give us credit in all cases.

During the past year we got off an editorial on "snap," and it took amazingly; it is going yet, in fact, and seems destined to go on until every paper has printed it. We notice that it is credited to "exchange." Then three or four years ago we wrote one beginning "Children Perpetually Hungry for New Ideas"—that went into over two thousand newspapers, and crossing the Atlantic, is like John Brown's body, "still marching on." Not so long ago, we wrote one on decoration of school-rooms—and it went into one-third of the American newspapers. Of course, we are pleased to see these children of our brain are made welcome at so many editorial hearths. We only ask that we receive parental recognition.

If there is one place where we ought to induce people to make their profession a life business, it is in the teaching of schools.—BEECHER.

### Let us Rejoice.

The Chief Magistrate of this Commonwealth, Alonzo B. Cornell, in his message to the Legislature, takes firm ground in behalf of Higher Education. It is not to be doubted that he owes his position to the fact that he was expected to take such ground. His predecessor, an able statesman, attempted to lessen the educational standing of state; but he signally failed. New York believes in Education, Higher and Lower; and it will hardly be a decade, we prophesy, before Cornell University will be made entirely free. This is the tendency of the spirit of the age. The people have at last found out that it is Ignorance that is costly, and not Education.

### Educational Progress.

It is one of the curious features of all progress in which ideas form a conspicuous part that it is secured only by the most persistent effort and labor. It would seem that education should form an exception, but it does not; Pestalozzi was deemed a wild enthusiast; Froebel was called an "old fool;" Arnold was frowned upon by the leading minds of his time; Mann was opposed by the masters of Boston; Page waded through opposition to his success—in fact he was a martyr to the cause; at the State Teachers Association a deliberate plan was laid to destroy his influence, but it failed on account of his unflinching heroism.

There is an absolute necessity for conservatives, for they render progress safe—acting as brakes on the wheels; they demand a reason from the progressives for the faith that is in them and this results in their laying their foundations well.

The teacher adapts a certain method—it has come to him from the past—it has the sanction of good and great names—and hence he doubts when any one claims to have a superior method. This may be applied to almost any educational theme, the teaching of History, Grammar &c., the use of the Rod Co-education Oral Instruction &c. He will not believe that any method is superior to his own; he will not admit that any one has accomplished results surpassing his; he deems the presentation of method that is claimed to have higher excellence than his to contain a reflection that he has made a failure.

But education must make progress. Put an object on high and let a thousand observing eyes look at it; it is many sided, and each turn exhibits new and varied changes. The coming ten years will see great changes made in educational ideas and plans. Let every teacher be ready to receive a new truth, no matter where it comes from, let him admit if he must that his work might have been more scientifically performed; let him himself be a discoverer.

TEACHERS AND SALARIES.—There is no profession so exacting, none that breaks men down so easily as that of faithful teaching; there is no economy so penurious, and no policy so intolerably mean as that by which the custodians of public affairs screw down to starvation-point the small wages of men and women who are willing to devote their time and strength to teaching the young. In political movements thousands of dollars can be squandered, but for the teaching of the children of the people the cheapest teachers must be had and their pay must be reduced whenever a reduction of expenses is necessary. If salaries ever should be ample, it is in the profession of school-teaching. If there is one place where we ought to induce people to make their profession a life business, it is in the teaching of schools. Oh, those who are to be taught are nothing but children!—your children, my children, God's children, the sweetest and dearest and most sacred ones in life. At the very age when angels would be honored to serve them, that is the time when we put them into the hands of persons who are not prepared by disposition to be teachers, and who are not continually bribed, as it were, by the miserable wages that are given them, to leave their teaching as soon as they acquire a little experience. It is a shame, a disgrace to the American people, a disgrace to American Christianity.—HENRY WARD BEECHER.

IMPORTANCE OF EDUCATION.—The impressions of childhood remain during life. They exist in us without our knowledge. Our particular tendencies, our sentiments opinions even, on many subjects, are oftener than we think their consequences. We owe to them, without suspecting it, many of our virtues and our vices, the greater part of our prejudices, our health or our diseases. It is with men as with vegetables: a cutting which, planted in good earth and properly cultivated, would have become a great tree, luxuriant and productive, will produce, left to itself, or unskillfully managed, but a stunted plant, without vigor and without fruit. It may then be affirmed that the destiny of men depends, in a great measure, upon the care given to the first years of their existence. We know not how better to express the importance we attach to education. This should commence for us on the day of our birth, and hardly finish before the epoch of maturity. It comprises the direction of the mind and of the body; the mind and the body are so dependent upon each other, that hygiene and morals are almost inseparable things.

THE USE OF BOOKS.—Books are important helps in the work of education. The proper use of books should be the study of teachers and educators. Books are not to be devoured, but to be served up by intelligent and careful masters. Skill is required to make a book, and perhaps equal intelligence to direct its proper use. Some portions of every scientific book are made to read, some to be committed to memory, and some to be used as reference. It is the province of the teacher to select these for the pupils. Of course the best books are preferable, and should be used if possible, but intelligent discrimination is very necessary to direct in the proper use of any book.

SCHOLARS should have for their teachers at the same time respect and love. If they inspire in their children only a servile fear, what good do they produce? Will their obedience ever be a real one? Certainly not; the scholar whom you treat with severity will shake off the yoke in your absence. I don't mean by that that children are never to be punished; severity is sometimes a necessity. But I blame those teachers who make of their school a place of torment, a misery, and never cease to blame their pupils instead of instructing them.—MARTIN LUTHER.

TEACHERS AND TASK-MASTERS.—The public have not heeded teachers to their true responsibility. We send a young lad or a young girl to school, and find that, while we are paying out a great deal of money for them, they are gaining nothing. We complain, and are informed that our children are not industrious, that they do not seem interested in their studies, that they are absorbed in play, etc., etc. In ninety-nine cases in a hundred, our disappointment is entirely the fault of the teacher. He or she is simply incompetent for the duty they have undertaken. A first-class teacher always has good pupils. Lack of interest in study is always the result of poor teaching. We send a boy to college, and find that he regards his studies as a grind,—that he is only interested in getting good marks, and that he is getting no scholarly tastes, and winning no scholarly delights. We inquire, and find him in the hands of a young tutor, without experience, who really pretends to be no more than a task-master, and who knows nothing, and seems to care nothing, about the office of teaching. The placing of large masses of young men in hands of inexperienced persons, who do not pretend to do more than to set tasks and record the manner in which they are performed, without guidance or assistance, is a gross imposition of the college upon a trusting public, and it is high time that an outcry so determined and persistent is raised against it that it shall procure a reform.

"Where are you going, my pretty maid?"

"I'm going to the Annex, sir," she said.

"What are your studies, my pretty maid?"

"Chinese and Quaternions, sir," she said.

"Then whom will you marry, my pretty maid?"

"Cultured girls don't marry, sir," she said.

Harvard Crimson.



## THE SCHOOL-ROOM.

For the NEW YORK SCHOOL JOURNAL.

## Teaching Spelling.

1. Arouse the pupil's pride. Let him once feel that bad spelling is a disgrace, and half the battle is won. Children should be taught to avoid a wrongly spelled word as they would a contagious disease. At the same time they should look on correct spelling as a matter of course and as not, in itself, meritorious. A great cause of poor spelling is the very prevalent notion that it does not matter how a word is spelled so that its identity be not lost. When pupils learn that intelligent readers measure the culture of the writer of a letter by his spelling, the first great obstacle to teaching spelling is removed.

2. Spelling should be taught in classes as a separate study. It will do to depend upon other recitations in this particular, when it will do to teach reading in connection with the grammar class solely, or when the study of geography can be properly confined to the use made of it in teaching history. Not only should spelling be taught as a separate study, by lessons should be assigned in advance of the recitation, that opportunity to study them may be had. Primary pupils cannot study in a letter way than to write the word of the lesson on their slates, and the words of the reading lesson should constitute the spelling lesson. When the lesson has been repeatedly copied from the book, let it be written from dictation and afterwards spelled orally. Care is to be taken that as few words as possible be misspelled, for errors are very like to be repeated. Let words in common use be first taught; words to which pupils can attach some meaning, giving new words as their fund of information increases. Merely technical words may better be avoided until there is a need for them. Besides these separate classes, all recitations should be, to a certain extent, recitations in spelling. When a new word occurs, have it spelled and defined. If this cannot be done, there is no use of the pupil who fails going further in that recitation until he consult the dictionary.

4. Pronunciation—that is, correct pronunciation on the part of the teacher, is a powerful aid to the study of spelling. In dictating words, many teachers are liable to pronounce so plainly as to be incorrect; each syllable being enunciated with labored distinctness and an utter disregard of the laws of pronunciation. If the pupil is unable to spell a word, he has only to say that he does not understand it, in order to have it so pronounced as to leave no doubt as to its orthography. Of course, he will miss this same word the next time he has occasion to use it. Carelessness of pronunciation on the part of the pupils can not be too carefully guarded against. We spell as we pronounce—to a great extent. If *part-i-ci-pale* be pronounced with three syllables, it will be spelled with three syllables; and if *perspiration* be pronounced as if the first syllable were *pre*, it will be spelled in like manner.

4. A fourth means to correct spelling is composition. A list of words is assigned for a lesson; the recitation to consist of the correct placing of these words in sentences. This is a very useful means of teaching the orthography and use of words pronounced alike but spelled differently and of different meaning. How often is the word *principle* used when *principal* is meant and *vice versa*? So *current* is used for *cur-rant* and the reverse. The argument for teaching the spelling of words only in connection with their meaning applies especially to this class of words. The spelling of each examination paper should be carefully scrutinized and misspelled words noted. If it be understood that these errors will affect the standing, carelessness in spelling will be effectually done away.

5. Good penmanship is a most efficient teacher of spelling. Many a person writes a word poorly because he is not certain of its orthography, and his penmanship prevents detection. A misspelled word looks worse when well written than if only scrawled. I have seen the word *to-ge-th-er* misspelled many times, but never did it look so utterly out of place as when it appeared in the rounded characters of a well known writing teacher. A gentleman who stands high among the teachers of Wisconsin, in writing the diphthongs *ei* and *ie*, makes both letters exactly alike and places the dot above and just halfway between them. There is nothing to be insisted on more strenuously than plainness of writing. It will prevent attempted deception as well as a great waste of time.

6. Rules for spelling have a place among the means of teaching this art. Just what their relative importance

may be, is a matter of opinion. Time spent in a mere memorizing of rules is time wasted. Yet this is just what many think to be their use. Their application to the spelling of certain classes of words may be very valuable both as a means to correct spelling and a matter of discipline. The application of rules to the spelling of derivatives must be practiced until it becomes habitual to the pupil, or the rules of no account. But there is a large class of words that is above all rules and that defies all law. Such words a *deleble* and *indelible*; as *siege* and *seize*. The only way that I know to dispose of such words is to learn their spelling just as the multiplication table is learned. They must be taken by force and compelled to submit.

7. Pupils should keep a list of all misspelled words, and from time to time review them. Of course, the teachers will note all such words, and frequently bring them to the attention of pupils.

8. And last, but by no means least, let the habit of consulting the dictionary whenever any doubt arises, be formed as soon as possible—not an unwilling consultation, as is now usually the case, but a willing and cheerful search after truth. This habit cannot be overestimated. If it be once acquired, there is little fear that misspelled words will find a place in any composition.

A. A. MILLER.

## The Question Hour.

It would be interesting to give many of our recollections of pleasing occurrences during this "Question Hour." I will report a striking one from which valuable results followed:

One day a little girl asked this question—

"What is the difference between sand and dirt?"

"Hol sand is dirt," said a bright little fellow, glad to find one thing about which he could say something.

And similar remarks were ready from all parts of the house, for every one knew all about this simple matter.

"But," I asked, is *all* dirt sand?

This was not so hurriedly answered.

"Why—No," said the most earnest boy.

"Then what is the difference?"

I asked this carefully refraining from the direction to look for explanation.

All this time the most mature were silent and thoughtful. But a bright boy was ready to settle the point, and answered:

"Sand is coarser than dirt."

"All sand isn't," replied another.

At this point the hour expired, and as we did not allow the greatest enthusiasm to tempt us to answer questions at recess or permit one matter to usurp the time assigned to another, this subject (as a school exercise) was postponed till the next "Question Hour." This was the time for amusement.

But with the energy of deer hounds there was a general rush for "sand and dirt." We have seldom seen sport more exciting. In a short time we had mould from the garden, pebbles from the brook, sand from the hill, nuck from the meadow, and on our table an array of saucers and papers that would have surprised most parents or educators.

But we could not resume the subject, as an exercise, till the next day.

Yet there was more or less conversation upon it at the recess and during the evening, and no lack of voices at the next "Question Hour." It was then made very clear to them all from their own observation that there was an unbroken scale from the finest sand to large fragments of rock. The source from which the sand came was therefore proved beyond a doubt, and as we were in a fossiliferous region, questions without number literally poured upon us.

"What makes these rocks crumble?"

"How came these shells in the stones?"

"Was the water over the top or that high hill?"

"What breaks the sand up so fine?"

"Was that hill once all stone?"

"Why are there shells in these stones and not in all?"

The whole science of geology opened before us with a fascination that can not be described. Our small library was ransacked to learn the composition of rocks, or causes for their disintegration. Chemistries consulted to know the effects of heat, water and air. We were urged to buy new books on analytical chemistry. Small children could be heard using terms they never could have remembered or understood in the usual method of teaching, having

caught the idea while listening to the conversation of those older.

But the teacher (?) all this time refrained from "teaching," but carefully fostered this spirit of investigation and discovery, absolutely charmed by the enthusiasm and the mutual results of the little girl's simple question.

The interest continued for weeks, and embraced chemistry, botany, geology, conchology and the relation of all to agriculture. And this in turn led to the consideration of animal and vegetable compounds, and the question naturally followed whether elements taken from organic and inorganic nature, chemically the same, would be equally valuable to make a given soil more productive.—From the *Ideal School*.

## Recitation.

COMPLETENESS.—is a condition in recitation that should not be overlooked. There is a very common failing among teachers of all grades, respecting this one thing. It shows itself chiefly under the two following forms: First in fragmentary answers; Second, in insufficient answers in other respects. It is no common thing to hear questions and answers like the following:

1. "In what part of British America, near several lakes, does the Mackenzie River rise?"

Answer. "Central."

2. "What mountains in North America, extending from the northern part of British America, in a southern direction, through Washington and Oregon Territories, in the United States, separating Nebraska and Kansas Territories from Utah, and thence branching off in several divisions in New Mexico; and terminating finally in what are called the Sierra Nevada, near the southwestern boundary of the United States?"

Answer. "Rocky."

3. What town in southeastern Virginia, celebrated for a remarkable battle, fought there in 1781, by the Americans and French on the one side, under the command of General Washington; and the British, under the command of Lord Cornwallis in which the latter was defeated and captured, surrendering the whole force under his command to the Americans?"

Answer. "Yorktown"

4. "Suppose you wish to calculate the interest on a note for three years, six months, and twenty-seven days; after you have found the interest on one dollar, at the given rate per cent. and for the given time; what do you do with this,—divide or multiply it by the principal?"

Answer. "Multiply," and the same course is pursued in other branches.

In an example like the following, the evil may be seen in a slightly different light.

5. "Where does the Mississippi River empty?" The pupil having perhaps associated the words "Mississippi," "empty" and "Gulf of Mexico" together, the latter would be the answer. But on reversing or changing the question thus: "What flows into the Gulf of Mexico?" or "What took place at Yorktown?" "What mountains in North America?" it has been found, in many instances, that no intelligent account could be given.

Now we do not claim that all of these are the exact words copied from the text-books upon these sciences; yet they are but fair samples of them, especially of some that have been manufactured or distorted by the teachers themselves, in order to render them more easily answered; and the answers are just what children would ordinarily give, the fault being more with the questions than the answers; since they circumscribe them to one or two words. All the pupil really has to do, in such cases, is to commit to memory a word or two, usually under each question, and to be careful not to get the answers confounded, one with another. The evil exists in all stages of development, from the very worst, until it can scarcely be perceived.

Now any one can see the evil tendencies of this practice. It is destructive of all progress, since it removes, in a great measure, all obligation from the pupil, to say nothing about the bad habits it fosters. Instead, therefore, of the questions containing so much of the information, which belongs properly to the answer, it should only call up distinctly the points upon which answer is demanded, leaving the pupils to reply to them. And instead of these mere fragmentary answers, or scarcely any answer at all, each one, as a general thing, should be a complete sentence; and in most instances, should include the question itself, or so much of it, as shall be necessary to make an entire sentence. Thus in the first instance: "Where is the



Mackenzie river?" Answer. "The Mackenzie river rises in the central part of British America (naming the lakes etc.), flows in a north-western direction, and empties its waters into the Northern Ocean" (giving the length and tributaries, etc., if desirable).

Take a case in arithmetic. Thus: "How do you multiply a fraction by a whole number?" Answer. "To multiply a fraction by a whole number, we either multiply the numerator by the whole number, and under this product write the denominator, or, when it can be done without a remainder, we divide the denominator by the whole number, and write the quotient under the numerator, and reduce, if necessary, etc. The same course should be pursued with all rules and definitions, except, perhaps, in rapid reviews, or when the pupil is known to be familiar with them. The clearness, distinctness and completeness of utterance, adds very materially to the clearness and comprehensiveness of the understanding.

Now compare the answers given in the first instances with those in the last, and tell me which conveys the most intelligence, which the most discipline, and which will make the readiest and most exact scholars. Which of the two methods is the easier for the teacher,—the long questions (especially when they have to be read from a book, during the time in which the teacher's eye must be upon the class, to prevent them from a like calamity), or the short questions and long answers, throwing the burden of labor on the pupil where it is needed? Which contains the greater force,—a half sentence, or a whole sentence? Which the most beauty? Which will cultivate the mind to the greater extent,—a part of the truth, or the whole truth. Which would be of the greater demand in a Court of Justice? The one is just as much more forcible than the other, for the purposes for which it is intended, as a whole charge of powder is than half or a hundredth part. Every answer therefore, should be an entirety, and should have some immediate connection with the question.

The case of *insufficient answer* is one not so marked in its effects. It differs from the one just described, in that it attempts completeness as to extent, but omits some important points. It is usually the result of weakness, want of culture, or carelessness. It applies, of course, as well to the incompleteness of articulation and vocalization, as to the poverty of language or expression. About the only remedy for this difficulty is practice. If a child fail to give a complete answer in relation to this feature of it, it should be repeated even to the twentieth time, or until it is correct. Let it not be passed over by the teacher with this excuse: "O, he knows, I guess; only he can't tell it." "His power to express himself is so poor, that I do not require much of him." while, in fact, this is the very reason why he is entitled to extra attention. This is one of the objects of the recitation, viz., to cultivate the power of expression. If the child were perfect, so far as further improvement is concerned, he need not recite; and the same principle holds good with any imaginable degree of perfection: the nearer perfect, the less need of recitation; and the further from it, the more, so far as that perfection which the recitation can impart, is concerned. Hence the child that halts the most, and makes the poorest recitation, should recite the most, however disagreeable it may be to listen to the prompt ones recite. The recitation should therefore, be distributed among the pupils, according to the age, advancement and capacity.

It will be found that many scholars require frequent repetition before they can overcome their difficulties. It will not usually remedy a deficiency to tell the child his answer is insufficient, or even to correct his errors for him; he must mend his own errors if he would profit by his labor. We can not correct bad habits by merely exposing them: neither can we establish good ones by mere precept. We need the actual practice. It will not make a boy a good accountant, merely to show him the mistakes of others: nor yet will it to show him the beauty, order, and arrangement of the day-book, journal and ledger. He must have the actual practice. To drive out a bad habit, we must establish a good one in its stead; and to establish a habit of any kind requires practice and repetition. Hence, if a mistake is made by a pupil, it is not enough that the teacher say to him, "No; not that way; thus;" and then pass on; but the error should be corrected by the scholar himself, and the correction repeated, and re-repeated, in class and out of class, in concert and alone, until it is thoroughly established; or, the probabilities are, the very next time the thing is used, the same error will be committed.

I recollect that I once listened to a recitation in elocu-

tion, by a class in one of our best colleges, when something like the following took place: The word "persist," I think, occurred three times in the same few paragraphs. The student read to the first, and pronounced it "perzist." "No," said the teacher, "that is pronounced 'persist.'" The pupil read on until it occurred again, when he pronounced it as before. "Perzist," remarked the teacher. "Persist," responded the scholar, and read on, until he came to it the third time, when it again became "perzist," which was again corrected by the teacher. I then called upon the young man to read the same paragraph again; when all three of the "perzists" came on in their regular order. I then called his attention to it, and requested him to pronounce it with me three times. He did so. I repeated that process with him several times, after which I requested the whole class (some forty in number) to pronounce it in concert, for a successive number of times. I then turned to the young man, and asked him to pronounce it, and it was "persist" every time after that. The word *beneath* (subvocal "th") was corrected in a similar manner. The same thing is true of sentences, rules, definitions, and answers to rules generally. If they are not complete, they should not be passed over until they are. It would not be well to tax the time of the recitation to a very great extent, in this repeating process; or this may induce some to defer learning the lesson until they come in class. But this may easily be prevented by care.

The same principle holds good with problems, questions, examples, and all slate and board exercises. They never should be left or called right until they are complete in all their parts. Not a decimal point or the most apparently insignificant sign or mark should be misunderstood; for, in business transactions, it would not be considered satisfactory in a note of \$1300, to say that the decimal point is understood between the digits and ciphers. The difference, however, between \$1300, and \$13.00 is not greater than the difference between right and wrong, morally speaking, in any other respect. Let the most scrupulous care be exercised, therefore, in order to secure completeness, at least in those two particulars named; for "Whatever is worth doing at all is worth doing well."

### Some Answers.

The following is an exact copy (spelling and punctuation corrected) of a few answers to questions submitted at a recent written examination in a graded school:

1. What is a water-shed?

A place where ships go in a storm to take on and put off their goods.

2. What is domestic commerce?

It is raising domestic animals, such as horses, cows, and dogs, and reindeer to pull their sleds.

3. Why do degrees of longitude decrease as you go towards the poles?

Because it gets colder as you go near the poles.

4. Correct the sentence, "A feeling of vanity and pride showed themselves in his manner."

It should be *itself*, as there is no such word in the English language as *themselves*.

5. What are the imports of Venezuela?

Snakes.

6. Why are the plains of the Amazon always moist?

Because it lies in the rainless region.

7. What do you understand by the blockade?

They were long, slim, and mud-colored, and made no smoke.

### Lessons in Pronunciation. No. 3.

Let these be written on the blackboard, and let each pupil look up the pronunciation in the dictionary. When prepared let the teacher point to each and ask for the pronunciation; if given correctly, let all pronounce correctly.

Facade, February, finale, finance, forgery, frontier, franchise, fugue, gape, gauntlet, giraffe, glamour, gladiolus, granary, homeopathy, hydropathy, indisputable, inquiry integral, isolate, isotherm, italic, jaguar, jaundice, jugular,

The INSTITUTE is worth its weight in gold. So is the JOURNAL. The teacher who takes no Educational Paper is not fit for the school room; he deserves the keen rebuke given by a Kentucky clergyman to a would-be preacher, who had occupied his pulpit without authority. He exclaimed to the usurper, "Come down from there, you sap-head." No man can be a *live* teacher except he comes in contact with brains other than his own. Success to you gentlemen, in your valuable work.

P. M. McKAY.

### A High School Cabinet and How to Use It.

(Read before Mass. State Teachers' Association Dec. 30, 1879, in Boston, by W. A. Brownell, Ph. D., of Syracuse High School.)

There are two methods of securing and using a High School Cabinet of fossils and minerals. One, to get a few thousand dollars appropriated for that purpose by the Board of Education, provides its members are in a liberal mood, and with this money secure showy specimens, lock them closely in an elegant case, label them "hands off" and once or twice a term pass the class in geology before them, pointing out the most prominent things, calling them by their Greek and Latin names and making some profound remarks upon their chemical composition, laws of crystallization, dichroism &c. Another method is to secure some hammers and chisels, and either alone in the fields, out of school hours, on Saturdays, and during vacations, or with members of the geological classes scour the hills, valleys and plains, hunt the quarries, delve into the various mines in the vicinity of your school, and secure material not only for use in the every day recitation but also to be used in exchange for fossils and minerals in other localities. The material thus secured is to be thoroughly classified and labeled by the teacher, calling on his pupils to assist, in so far as they are able, and then used in the every day recitation, the specimens being passed freely from hand to hand and yet be so carefully treated that not a delicate crystal shall be scratched or harmed.

I recently visited the geological cabinet of one of our colleges where, by a liberal outlay of money, had been secured a most admirably selected collection of fossils, ranging through all the geological formations and well illustrating the typical organic forms of every period; where also were cases filled with all the lithological specimens essential for an extensive and careful investigation of the chemical and physical facts relating to rocks, and where an entire story of a noble edifice had been devoted to the uses of this department, and yet I was shocked to be informed, by the students of the college, that this cabinet was merely a *visiting* place for the student, instead of a *working* place, and that, on the average, a student in his four years course would take a casual look through this collection perhaps three or four times. In fact the college had no Professor of Geology, the one under whose supervision this magnificent cabinet had been secured, having resigned a few years since, and no successor having been employed. As I passed through this museum I had a vivid illustration of the "hands off" policy, since by the thick accumulation of dust, which sadly obscured the specimens, one would infer that the cases had been locked several years ago and that the key had either been thrown away or lost.

An extensive dealer in fossils and minerals in the city where this college is located, recently desired to fill an important position among his employees, and finding no suitable candidate among its graduates, sent to a neighboring city and secured the services of a graduate of a High School where the other method of studying geology is adopted.

Having had personal experience in building up a cabinet where no funds to any extent were appropriated, it may be best for me to state my plan of working. When I entered the High School of Syracuse, N. Y., nine years ago, its cabinet, fossils and minerals was merely a fortuitous accumulation by extending our trip into adjacent countries we obtained the fossils which did not appear in our locality. In the oldest formation (that of the Niagara Period, Upper Silurian Age,) in addition to its characteristic fossils, our classes after found beautiful calcite and dolomite geodes.

In the rock next above, although we found fossils, but rarely still, we were richly compensated for their absence by the abundance of beautiful, transparent selenite, snowy gypsum and casts in clay of salt crystals.

In a group of water-line rocks we were greeted with geodic cavities lined with delicate purple crystals of fluor spar, sometimes also associated with calcite and quartz crystals. In some places our classes found deep, vertical fissures in this water-line into which water had percolated, charged with limestone in solution, and which it has deposited, sometimes massive, sometimes as double refracting Iceland spar, sometimes as dog-tooth spar and sometimes as nail-head spar.

In the Oriskany sand our classes luxuriated in fossil gathering, for scarcely a cubic yard can be found that does not, either upon its surface or within its mass disclose organic remains. The classes are here enabled to trace the



outlines of the ancient ocean in which this sandstone was deposited. The enthusiasm with which a class of young gentlemen and ladies will search out the borders of such a paleozoic sea is truly refreshing, and the superiority of the knowledge thus gained over that obtained exclusively from text books is very marked.

By work in the field the student learns the additional fact that to separate the fossil forms from the compact imbedding rock is a much more difficult task than he would imagine were he to consult his text books only. Indeed, many of the forms must be studied in the fields, for it is practically impossible to remove them in a perfect condition.

The chemical action of water upon geological formations is also finely displayed here, since limestone is somewhat soluble in water, and is especially so in water charged with carbonic anhydride. The waters which have fallen upon the earth, having become charged with carbonic anhydride from the decomposing vegetable matter through which they pass, percolate through the underlying limestone, dissolving out extensive caves, and issuing from the base of the hills into the adjoining valleys, deposit their burden of dissolved limestone in great accumulations of travertine, incrusting twigs, leaves, stumps, roots and trunks of trees, producing most interesting and beautiful specimens for our amateur collectors.

The caves thus formed may in some cases be explored, while in other instances they give evidence of their former existence by the superincumbent masses of earth and rocks being depressed into them, in some cases forming most beautiful circular lakes. Another point of interest about these rocks is the fact that being very compact and durable they have retained very perfectly the smoothing and grooving which they received during the glacial period.

Wherever the melting glacier deposited its debris of pulverized rock upon them, so as to protect from surface erosion by water, they present finely polished surfaces as mementoes of the ice masses which once slowly moved over them. It is interesting to observe a class of students speculating upon the probabilities of finding a smoothed surface underneath a mass of earth, basing their expectation upon the fact that all the earth above the rock, as they see it cropping out from the side of a valley, is composed of glacial deposit, and hence the surface of this rock must have been the basis on which the glacier moved, and then after having advanced their opinion, to see a delegation from the class remove the earth from a portion of the surface, while others stand about eagerly watching for the disclosed rock. A scream of delight and satisfaction from the girls announces that the surface is found to be smoothed, and that their theorizing was based upon a solid foundation.

The class return to their books from such a trip with a more favorable opinion of the theories which they study, relative to rocks, and henceforth they regard theories not as wild fancies of some speculative brain, but as rational explanations of what, from the nature of the case, can not be absolutely proven.

Among the forms which our pupils most eagerly collect are the peculiar trilobites with prominent eyes, the lenses of which are as distinct as those of animals now living. In no other group throughout the entire range of geological history are so perfect eye lenses found, and here two varieties of trilobites abound, possessing these lenses in a state of very perfect preservation.

These rock formations constitute our field text book, and our pupils never flag in deciphering the hieroglyphics upon its pages. To this they go from their printed text book to corroborate its statements, and from this they return to their books with ever renewed zeal and enthusiasm.

The abundance and variety of fossils, opens up a vast field for classification, and for observing the transformations and successions of life, from one period to another and during the past three years we have arranged in our cabinet; from these rocks, several thousand forms, ranging through many genera, species and varieties, all named, labeled and numbered upon our shelves. With these as a nucleus, we have made exchanges with geologists and mineralogists, in nearly every state of our Union and in various parts of Canada, by which means we have secured some representatives from every geological period throughout all geological time, our only expense in cash being the cost of freight. During vacations, trips have been made to more distant localities, and from Colorado, Kentucky, Pennsylvania, Ohio and Massachusetts, various fossils and minerals have been taken from the fields, shipped to our cabinet and subsequently been classified,

labeled and arranged.

There are probably to-day 15,000 specimens in the cabinet which, if purchased from stores, which supply these things, would doubtless cost \$5,000, and yet which have cost in the matter of freight and travel but a few hundred dollars. The fossils of each period are ranged in regular sequence, so that the pupil may begin at the Archaic age, and by a direct passage about the room, may examine each period up to the age of man. The class room is furnished with chairs, and these are moved from time to time so as to face the particular division of the cases which contains the fossil or mineral forms, which are the subject of the lesson under consideration. After the statements of the text-book have been given by the pupils, the cases are opened, and the specimens are passed from hand to hand for examination.

Duplicate specimens, without labels, are subsequently used in reviews and examinations, until the pupils become somewhat expert in identifying and classifying both minerals and fossils. One result of this system is, that every member of the class, however dull in general, becomes quite an enthusiast in this department, and in some instances pupils who are usually dull and listless, have been so awakened to study by the attractiveness of this natural method, that it has colored all their subsequent work in other branches of study.

Another result is that in nearly every class will be found some who have peculiar aptness and liking for this branch of science, and by becoming acquainted with the methods of classifying rocks and fossils as well as having experience in collecting them, they are led to pursue the subject more or less at their leisure after graduation, and several amateur collections have been made by our graduates since this plan of instruction was adopted.

No teacher need hesitate in his efforts to even familiarize his pupils with the long scientific names of fossils, so long as he permits a free and frequent use of specimens, for the name almost always signifies some prominent characteristic of the fossil and this will ever become a reminder of the name. The success of the cabinet I have described does not depend on the locality. The fact is that any locality is good if properly worked, and no teacher of geology can be found in the United States who has diligently labored for a good working cabinet and has failed to secure one. The comparatively small expense attending the transportation and collection of materials will in almost every instance be readily met by the Board of Education, and this will especially be the case when the members of the Board are convinced that it is a profitable outlay for the school.

When a teacher makes judicious use of all the appliances within his reach he will generally find the Board of Education ready to second his well directed efforts at enlarging his appliances.

For the NEW YORK SCHOOL JOURNAL.

### Modern Life.

A DIALOGUE FOR SIX BOYS.—Scene 1st.

Young Rush.—So the will has been read and we are the lucky—what is it the lawyers called us?

Old Rush. Legatees.

Y. R. Yes, that's it, legatees. Now let us contrive to spend the money as soon as we can—push on, lively.

O. R. All right; go ahead. What shall we do?

Y. R. Why, do the country—New York, Philadelphia, Boston, Niagara Falls, Chicago; a week will be enough. Come let us be off—mail train, 70 miles an hour—wish it went faster. (Exit)

Enter Landlord.

Landlord. Well, this is a queer pair, they have only just got into the house and they want to go all over the town, eat dinner, buy their clothes and sleep all at the same time. Any way, they will be quiet until dinner because they must be hungry.

Y. R. (Without) Landlord, I say landlord, (enters).

L. Well, what is it I can do for you; pray be seated.

O. R. Your bill of fare—let us be moving. (Reads).

Turbot, salmon—soles—haddock—beef—mutton—veal—lamb—pork—chickens—ducks—puddings—pies—figs—raisins—oranges—send them all in, that is the shortest way; and be sure to hurry them up.

L. All! what all? (Exit O. R.)

Y. R. Yes, every bit; come, father, let us push on; back in ten minutes; let us find a tailor. (Exit.)

L. Ten minutes to get all of those things ready! (Exit.)

Enter Tailor.

Tailor. I have just an order to make some clothes—two suits—didn't give their names—must be ready right off—Oh, yes they threw in their cards as they drove off. Samuel Rush and Jacob Rush, Astor House. Will be back in a few minutes. I will get my measure and cloth ready. Oh, here they come; they are regular rushers.

Enter O. R. & Y. R.

O. R. Well, hurry up—How about those suits, tailor? are they ready?

T. Oh, your honor, you know you were not measured; you must be measured.

Y. R. Hang it, why it will take ten minutes or more to do that. Push on, be lively.

J. Will you have the London style or the New York cut.

O. R. No prosing, to the point at once. Give us something we can get about in; no time to talk about styles and cuts; leave that to the women.

T. Very well, I'll just measure you quickly—(Measure O. R. Meanwhile Y. R., walks up and down). Now, then (to Y. R.) I'll take your measure.

Y. R. Cannot wait, make the suit, my suit, a little smaller than his (pointing) and it will do; and be sure hurry it up or it wont suit us at all, ha! ha! (exit).

T. A queer pair of fellows, but, never mind they will pay me for hurrying. Here John. (Enters John). Cut out two suits of clothes from the black broad-cloth and make them in a hurry.

John. There is but one measure here sir.

T. Yes, that is for the Old Rusher and then the Young Rusher will take a suit a little smaller. Ha, ha, they don't want a tight fit; they want them so they can get in and out of them in a hurry. (Exit.)

Enter Landlord.

Landlord They will be out soon from the dinner table—they skipped the soup—it was too hot; they would not wait for it to cool and they went into the meat as if the express train was waiting. Here they come.

Enter O. R. & Y. R.

O. R. What time do the cars leave?

Y. R. Is it the lightning express?

L. Don't be in a hurry gentlemen, there is plenty of time. The cars don't leave for twelve hours yet.

Y. R. Merciful Heavens! No dashing over the country for a while half-day! (Both groan.)

L. Let me introduce a gentleman of culture to you; he is coming this way. (Enter Mr. Jonathan Culture). Mr. Culture, this is Mr. Jacob Rush and this Mr. Samuel Rush. (They bow to each other. Exit Landlord.)

O. R. Dreadfully slow place; got to wait here for half-a-day for a train.

Y. R. Nothing like pushing a head.

C. But in going so fast you fail to see the beauties of the country; they are splendid scenes in the vicinity of this town for example.

Y. R. Where are they? Is there a fast horse to be got, if so, dad, let us go and see them.

O. R. Just a word, sir; where are they? North East, South or West.

C. Lake Pontiac and Montoosuc Valley lie—

O. R. That's enough, Pontiac, waiter, waiter.

Enter Waiter.

Hurry up, waiter, and get us a chaise and two horses,—and mark you, the fastest horses in the stable.

(Enter Waiter.)

Waiter. Horses ready?

Y. R. Come, dad, jump in? (Exit.)

C. What a hurry, in such haste that he says dad instead of father. (Exit.)

Scene Second.—Enter O. R. & Y. R.

O. R. A splendid drive; why those horses made 20 mile an hour.

Y. R. Now then, let us jam everything into our trunks and get on the fast trains and buzz along. Come waiter, hurry up.

(Waiter enters with a box.)

O. R. Keep moving, (puts in something.)

Y. R. Push on, (puts in something.)

O. R. Hurry up, (slams down cover.)

Y. R. Come on, express train, 60 miles an hour. Hurry up.

O. R. Push on.

Exit.

The Institute is a very useful journal for the teacher.—Boothbay Register.



## Golden Thoughts.

The charm of one character often lies in a trait which is wholly undeveloped in another; in a peculiar refinement or fulness of one part of the nature.

To do what is right, argues superior taste as well as morals.—R. H. DANA.

SOME books, like steps are left behind us by the very help which they yield us, and serve only our childhood or early life, some others go with us, in mute fidelity, to the end of life, a recreation for fatigue, an instruction for our sober hours, and solace for our sickness or sorrow.—H. W. BEECHER.

If you would not be forgotten as soon as you are dead, either write things worth reading or do things worth writing.—FRANKLIN.

SPEAK well of the absent whenever you have a suitable opportunity.—MATTHEW HALE.

If there is one virtue that should be cultivated more than another by him who would succeed in life, it is punctuality; if there is one error that should be avoided, it is being "behind time."—FREEMAN HUNT.

## EDUCATIONAL MISCELLANY.

## The Pyramids.

Of these strange monuments, the *Saturday Review* says: "Rightly understood, a pyramid is neither more nor less than a cairn—it grew up from a cairn. Antiquaries ascribe the Pyramid in steps at Sakkarah to Ouenephes, a king of the first dynasty. It is recorded by Manetho that he built pyramids; and, further, that they were situated at a place called Kuchome. It was reserved for Herr Lepsius to examine eighty tombs here, and to find the remains of no less than sixty-seven pyramids. The word pyramid has been a matter of considerable questioning. The name has been derived from *pi-rama*, the mountain, and from *puros*, wheat, and *metron*, a measure; so, too, *pur*, fire, and *pyramis*, a pointed cake, have been suggested. We cannot say for certain whether the Egyptians of the ancient empire had any general name for such buildings; every king's tomb had its own title; and they all betray the unbounded admiration in which each king held his own last resting place, and illustrate remarkably the real nature of the Egyptian faith in a life not beyond so much as actually in the grave. Snoferoo called his pyramid "the Crown;" that of Asseskef is "Refreshment;" that of Pepi, "the 'Lovely Place.'" Teta called his pyramid Tetsetu, "the Most Abiding of places." Others are the "Rising of the Soul," the "Most holy place," the "Good rising," the "Beautiful," the "Great and fair," the "Pure place," the "Place of rest;" while the monument of Unas is described as the "Best place," and the tomb of Noferkara as the "Abode of life." Such are the evidences, among others, that to the men of that remote time—a time variously estimated as seven, six and five thousand years ago—death was not looked upon with the horror which in later ages invested the grave with ideas of gloom, and recorded rather the despair of mourners than the rest of the departed. Near each pyramid was the temple consecrated to the worship, or at least the honor of the sleeping divinity of the Pharaoh. The foundations are still visible of such temples. Even in the days of the Ptolemies the endowments which some of the oldest kings had conferred upon the priests of their shrines continued to enrich officials after the lapse of some four thousand years. In these temples, no doubt, once existed the naos, and perhaps a record, of the glorious deeds of the monarch buried near; but, though the nameless tomb remains in so many cases, the temple has everywhere disappeared, and writings to which Manetho probably had access have been lost for ever. No inscriptions remain on any pyramid. Herodotus tells us of the hieroglyphs on the pyramid of Snoferoo.

Historically speaking, the pyramids, apart from their antiquity, are of the highest interest. They represent a time of profound peace. They point to the existence of a dominant race, and of a race which could be called on for unlimited labor. They tell us little of the finer arts, in sculpture and painting, which even then flourished, but much of skill in engineering, quarrying, building as distinguished from architecture, and all that could be done by mere multitudes working together and bringing brute force to bear on stubborn materials. Whatever of higher art those early kings lavished on their "fair resting places," whatever of portraiture and painting, of gold and jewels of carving and ornament, of epitaphs and funeral odes they could command, were bestowed on the temple; the tomb itself was vast, solid, enduring—but nothing more.

## EDUCATIONAL NOTES.

## NEW YORK CITY.

## THE BOARD OF EDUCATION.

The Commissioners met Dec. 30.

The Trustees of the Twentieth Ward, asked for \$200 to pay for legal services in the case of Nelson J. Waterbury vs three of the Trustees.

The Committee on Course of Study reported in favor of the employment of only one Principal in any School Building, when the attendance is less than 1,000. Also to strike Thalheimer's History of England from the list of supplies.

Mr. Wood offered a resolution to increase the salary of the janitor of the Hall of the Board to \$1,400 per annum, to take effect on and after Jan. 1st, 1880. Adopted.

The Committee on Supplies reported adverse to the supply of postal cards to the schools. Adopted.

A Special Committee reported that John B. Moore, P.G. S. 61, had been arraigned in court for "violently assaulting and beating" John Mundschauf "without any justification;" and upon investigation was found guilty of the charge.

After examining into the matter, it appears that Mr. Mundschauf made a claim against Mr. Moore of \$13, which the latter disputed, but offered to pay \$10 claiming that the full amount of his indebtedness. On the 24th of November, Mr. Mundschauf called at Mr. Moore's house and demanded payment; and was ordered by the latter to go away. Mr. Mundschauf used offensive language in the hearing of Mr. Moore's family, and on other occasions had stopped Mrs. Moore in the street and demanded payment of the bill. When Mr. Moore attempted to close the gate of his yard fence, the latter made an attempt to strike him, which he warded off with a policeman's club, which he had taken from the house. This brought the case before the Court of Special Sessions, and Mr. Moore was found guilty of assault, and fined \$50.

The Committee believe while there were aggravating circumstances which led Moore to commit the offense, they think he had acted indiscreetly and in a manner to justify the belief that his judgment and self-control are at times overruled by a capricious temper, and are impressed with the belief that Mr. Moore's conduct and example are not such as become the principal of one of our public schools, and offer a resolution that he should be censured.

Mr. Wetmore offered a resolution—"That the conduct and life of John B. Moore, Principal of G. S. No. 61, be referred to the City Superintendent for investigation and report." Adopted.

The Teachers' Committee reported to sustain the appeal of Miss M. A. Porter, G. S. 54, who had been put down from first assistantship to fourth.

All of the teachers promoted over Miss Porter were her inferiors in experience.

Under the statute there is a right of appeal guaranteed to every teacher in the case of a removal, the Board of Education can, and ought to entertain an appeal from any purely arbitrary action of Trustees. The object of the statute and of the by-laws is to make a teacher secure in her position as long as she properly performs her duties, and that she may devote herself to the teaching of her class without being obliged to divert any of her time or energies toward obtaining the favor or consulting the whims of transitory Boards of Trustees or of Principals.

\$21,000 was appropriated for the purchase of two lots of ground fronting on Thirty-sixth street, in the rear of G. S. No. 32.

\$14,000 was appropriated for the purchase of four lots of ground, located at the northwest corner of Sixty-ninth street and First avenue.

\$80,000 was to be set apart and reserved to purchase a plot of ground in the Nineteenth Ward, for erecting a public school.

Mr. Beardalee offered a resolution, tendering the thanks of the Board to Commissioner James M. Halsted, for his long, able and faithful service as a member, and especially for the great care and attention he has bestowed in the discharge of his responsible and arduous duties as Chairman of the Committee on Teachers, and for his liberal and enlightened efforts in behalf of the cause of public education. Adopted.

Mr. Halsted briefly thanked the Board in reply.

Mr. S. D. Kiernan, clerk, and John Davenport, auditor, received votes of approval; also Commissioners Wheeler, Jelliffe, and Cohen.

Mr. Donnelly offered resolutions in reference to the President, Hon. Wm. Wood.

"That his unwearied devotion to the duties of his office of President, in all their breadth and detail, has earned the confidence and commanded the respect of this Board;

"That in bringing into the interests of the schools his extensive knowledge of educational subjects, and his scholarly tastes, united to an active energy, so much the more admirable in view of his advanced years, and to a ripeness and justness of judgment, in part their consequence, he has contributed largely to the successful results of the schools, and to the public confidence they so justly enjoy

"That the Normal College of the City of New York is especially indebted to him for his unwavering support and the constant watchfulness he has exercised in its behalf, and that the important influence this institution is exerting and is likely to exert on the educational system of the city, is largely owing to his interest and efforts." Unanimously adopted.

Mr. Wood spoke eloquently in reply, referring to the history and progress of the schools. Among other things, he said that it would be only fair to the graduates of the Normal College, and only fair to the pupils of our Common Schools, that all female candidates for teachers' licenses should pass through the same ordeal of examination as the Normal College graduates. In 1879, there were 33 young women who failed to graduate at the Normal College, who applied to the City Superintendent for licenses to teach, and twenty-one have managed to squeeze through. The Faculty of the College of the City of New York should examine the male candidates. The New York Juvenile Asylum, as well as the Catholic Protector, ought to be obliged by law to take our truants, subject to our control as to the time of their discharge. In reference to the highly important office of Trustee of our Common Schools, he said, the creature ought not to be more powerful than the creator. The Trustees' term of service should not be five years, while ours is only three. We all know the tendency which exists in most of the Wards, for the Trustees to form themselves into rings of three and two. The number of Trustees in each Ward should be reduced to three, and the term of office to three years.

The Board of Education should obtain the power of confirming or rejecting all nominations or transfers of teachers in the Day Schools, as they now have in the Evening Schools, and in case the Trustees do not, within 10 days from the occurrence of a vacancy, nominate a suitable person to fill it, then the appointment ought to vest in the Board.

He augurs a brilliant future for Supt. Jasper. He felt thankful to God that he had been permitted to devote the eighth part of a long life to the educational interests of the great city. He expressed a hope that in two years hence he might be a Commissioner again.

G. S. No. 21 GIRLS' DEPT.—We visited this school on Wednesday last during the afternoon session. Miss M. J. Sweney, the principal of this department, had the classes under her charge in the main room, and was conducting the usual monthly exercises, which were of an entertaining character. They were well enacted by the pupils, who took part in them. There were readings, recitations, vocal and instrumental music, and singing by the whole classes. A selection from Bryant's "Thanatopsis" was well recited. "Our Girls," a reading by another of the young ladies was rendered with such a clear and beautiful intonation, that it was at once apparent she had received a careful training in that branch of education. In short she gave the sense and in an audible manner. A duet was then given on the piano, in which both the girls did themselves credit. The testimonials were next given out. These were for regular attendance, good deportment, and a high degree of excellence in all the studies of the past month, and were about twenty-five in number.

P. S. No. 6.—This school is located in "Turn Hall," on the Third-street side. Owing to the fact that there had recently been a terribly conflagration in Turn Hall, we were curious to know how it had affected the school. We therefore visited the school on Thursday and interviewed the principal, Miss M. C. Hepburn, in order to ascertain the facts in so far as they related to the school. We found Miss Hepburn very communicative upon the subject, and soon ascertained the correct state of affairs. The fire which had originated on the Fourth-street side had been confined principally to that part of the building, so that the portion which was occupied by the school had received little danger. School had been suspended for one day only, Monday. The top floor alone is damaged so that it cannot be used. This, however, contains only two class-rooms.



It is now being repaired and will soon be ready for occupation. The stairways to this floor is well boarded up to prevent accident, which might otherwise occur to small pupils who ventured upon the top floor. Otherwise, everything seems to be working as harmoniously as before the fire.

In the G. S. No. 23.—Female Department, the annual distribution of certificates and prizes took place Wednesday Dec. 24th. Among those present were Timothy Brennan, Chairman Board of Trustees, and ex-Commissioner Samuel Patterson, who, after the various presentations were made, addressed the pupils in his usual happy vein. A notable feature of the occasion, was an address delivered by one of the pupils, in honor of Mr. Brennan, who had completed a quarter of a century among the schools of the Sixth Ward. "To our dear old friend—Mr. Brennan. As the close of the year approaches, and we have you again among us, we cannot permit this opportunity to pass, without alluding to an event—rare in the annals of School life. Let us say but a word, for the many, many children, who, like ourselves, during the past quarter of a century have shared the benefits of your kind protection in time of need—your devoted and untiring interest—earning for yourself, the title of "the Father of our Schools." We can only say God bless you, and may you be spared to us and to those who will follow us many, many years."

At the meeting of the N. Y. Board of Education, Dec. 30th 1879, Thalheimer's History of England was removed from the list used by the schools. Upon inquiry, the following passage on page 71, was cited as the objectionable feature.

It occurs in noting the contest raging between the king and clergy in 1164. "The main point of opposition was in the claim of the church to judge all crime committed by persons in her employ independently of the secular courts. This was of vital importance; for, during the first two years of King Henry's reign, at least one hundred murders were committed by priests."

We would respectfully call the attention of teachers to the new movement which is now being agitated for the benefit of the teachers of this city. We refer to the Teachers' Protective Union. The object of this Society is a worthy one that of aiding school teachers and their families pecuniarily, as may through ill health or accident of any kind become unable to teach. We would recommend it to the careful consideration of teachers generally in this city. Mr. J. Frank Wright, principal of G. S. No. 7, is chairman of the committee, and is a gentleman well qualified to fill this important position. Under his skillful management we think it cannot fail to be a success. Two magnificent entertainments will be provided, and will take place in Steinway Hall on Wednesday and Friday evenings, Jan. 21 and 23, which we hope will have a large attendance.

LECTURES.—Those who remember Miss Kate Sanborn's delightful lectures of last season will be glad to learn that this lady will give three more at Dr. Crosby's church parlor, on the morning of February 12th, 19th and 26th, at eleven o'clock. Course tickets can be obtained of Miss Sanborn, Hanover, N. H., for \$2.00. We promise a rare literary treat and instruction charmingly conveyed.

#### ELSEWHERE.

WASHINGTON.—A pleasing entertainment took place in Kindergarten Hall, where the pupils of the National Kindergarten (Mrs. Pollock) and their friends had gathered to celebrate their Christmas festival. They had invited the children from the German Orphan Asylum to enjoy the exercises and receive Christmas gifts brought by the pupils, who received in their turn Christmas cards and refreshments. They sang several sweet songs in English and German, while the musical plays and the marching elicited universal admiration. Santa Claus came in due time for the Orphans, much to the joy of all the children present. Mrs. Pollock also received some beautiful gifts from her normal class, as well as from her little pupils.

OHIO.—The Tenth annual session of the North Western Teachers' Association, met at Sidney. There were 200 representative teachers present from the Western and Southern part of the State. The following will give a good idea of the work: "Our Public Schools, the effectual safety of our Republic," by President J. W. Zeller of Findley Schools. He affirmed, the increasing foreign emigration to the U. S., demanded that the children of these emigrants should be put in the schools and Americanized, or our great Republic would fall to pieces. He entered into statistics to prove this, and he handled the propo-

sition so careful and thoroughly, that all present felt the importance of the subject. Discussion by Sup't A. A. McDonald of Toledo, G. W. Snyder of St. Paris, W. J. Snyder of Toledo, and others. "Teaching, the Master Profession," by J. A. Barber of St. Mary's Schools. This was a logical paper, full of good thoughts, and was discussed by S. Bowlus of Ottawa, Co., G. W. Snyder and others. "School Government," by J. T. Martz of Greenville. It was a thoughtful paper and called out an animated discussion, participated in by J. W. Legg, J. W. Dowd, W. J. Squire, A. A. McDonald, and others. "The Teacher's Work," by Sup't J. A. Pittsford of Forest. Discussed by W. J. Squire of Toledo High School and others. "Advancement," by Laura E. Holtz of Ottawa Schools; This was a well written paper, perhaps the best presented during the sessions. It was discussed ably by Miss Laura Conklin of Sidney, O. "Educational Outlook in Ohio," by Sup't L. D. Brown of Hamilton. Prof. Brown advocated optional county supervision and urged the association to concentrate influence upon the legislature this winter, to secure the necessary legislation to bring it about. "What shall be done with indolent pupils?" by P. W. Search of West Liberty. Discussed by Dowd of Troy, W. J. Squire, G. W. Snyder, Sup't Hitchcock and others. Prof. G. F. Kinaston of South Toledo, "Practical Elocution in schools." He showed the importance of good reading, and the kind of training to secure it. He did not believe that only a few were born to be readers, but that all can become intelligent readers if properly taught. Discussed by J. C. Ridge of Cincinnati. "Physical science in public schools," by J. E. Baker of West Cairo schools. The paper affirmed that the elements of these sciences could be taught in all schools, if the teacher was alive to their importance; apparatus could be made by pupils and teacher to illustrate them. In Botany, the apparatus was supplied by nature, all the teacher had to do was to go to work. Discussed by a Mr. Ewing, who disagreed as to the propriety of introducing this work, as "there was no time." He was followed by G. W. Snyder, L. D. Brown and others, who agreed with the paper. The following officers were elected, viz: Pres., W. W. Ross, Vice-Pres. Van B. Boker, Sect'y Laura E. Holtz. It was decided to hold the next annual meeting in Toledo, Tuesday and Wednesday Dec. 28, 29, 1880. "Common Schools," by Thos. A. Pollock of Marimburgh. This was a practical paper full of suggestions, which the live teacher will utilize. Discussed by Wm. Hoover of Wapakoneta. "Civil Service Reform in our Public Schools," by G. W. Snyder of St. Paris Schools. The paper recommended (1) a system of State Normal Schools; (2) County Supervision; (3) Such legislation as would make the township the unit, in place of the present Sub-District System; (4) Permanent employment of teachers; (5) Pensioning the teachers who have served the State faithfully for a series of years; (6) The enforcement of compulsory school attendance; (7) Professional study by the teachers, and support of the "Educational Journals." Don't let them starve for want of support! The paper was discussed by C. W. Butler of Bellefontaine, S. D. Brown and others. "The Good, the Beautiful and the True," by J. E. Polly of Versailles Schools. Discussed by C. W. Bennett of Piqua Schools. "Education in the South," by W. S. Haskell of Bowling Green. Discussed by Miss A. V. M. Luse of St. Paris. This was an able discussion, and the large audience applauded the lady for her intelligent treatment of the vexed question. A few eminent gentlemen felt their political horns trodden upon, and did not fail to make a noise that was discourteous to the lady. But all closed harmoniously, and felt that it was good to be at the sessions. A scientific section was organized to hold tri-yearly lessons, the first to be the 2nd Saturday in April, at Wapakoneta, O.

Resolved: That the ungraded schools be furnished on effective system of "County Supervision." And it is the judgment of this association that the enactment of a "State Law" making County Supervision permissible in such counties as would accept it upon a vote of the people, would be but justice to the ungraded schools.

That it is the judgment of this association that the school interests of the State demand a recognition of the fact that "Professional Training" for teachers is a necessity to secure this the State should provide a State Normal School thoroughly equipped to train the teachers of the State.

G. W. S.

"After examining a copy of your TEACHERS' INSTITUTE, will ask you to send me Dec., Jan, Feb., and Mar. numbers, for which I enclose 50 cents. Yours, T. G. GRAHAM."

## Noted Educational Institutions.

### THE SMITHSONIAN INSTITUTION.

James Smithson was an Englishman, and personally an utter stranger to our countrymen. He was the natural son of the Duke of Northumberland; he was educated at Oxford, where he took an honorary degree in 1786; he bore the name in that University of James Lewis Macie, but a few years after graduating he adopted that of Smithson, ever after after singing himself as James Smithson. The allowance made to him by the Duke of Northumberland, in connection with his retired and simple habits, enable him to accumulate the fortune which finally passed as the Smithsonian bequest into the trust and treasury of the United States; he died on the 27th day of June, 1829, at Genoa.

On the 3d of December, 1838, the legacy bequeathed to the United States by James Smithson, amounting to \$508,318.46, had been received and paid into the Treasury of the United States. In 1864 \$54,100 was added to the original bequest, making the whole sum of the Smithsonian fund \$562,418.46.

The Board of Regents of the Smithsonian Institution held their first session September 7, 1846, in 1857 they completed a building at a cost of \$300,000, the first business transaction of the regents resulted in the election by their votes of Professor John Henry, of Princeton, who was at that time a member of the faculty of the College of New Jersey, occupying the chair of Natural Philosophy. The publications of the Institution are of three classes, (1) the "Contributions of Knowledge," (2) the "Miscellaneous Collections," and (3) the "Annual Reports." The first named consists of memoirs containing positive additions to science resting on original research, and which are generally the result of investigations to which the Institution has in some way rendered assistance. The Miscellaneous Collections are composed of works intended to facilitate the study of branches of natural history meteorology, chemistry, philology, etc., and are designed principally to induce individuals to engage in those studies as specialties. The Annual report contains translations from works not generally accessible to American students, reports of lectures, extracts from correspondence, besides an account of the operations, expenditures, and condition of the Institution. These are presented to learned societies, to libraries, to colleges, and really to all reputable persons who asked for them either in person or by letter.

The National Museum was established by the Government in 1842, and consists of the specimens collected by the Wilkes Exploring Expedition; it was transferred from the Patent Office to the care of the Smithsonian Institution in 1858. Congress annually appropriates for the care and preservation of these specimens from four to twenty thousand dollars per annum, as the Museum has developed; Spencer F. Baird succeeded Prof. Henry and is now at the head of the Institution.

## The Misses Robinson's School.

### ORANGE, N. J.

One is made to regret the superficial and impractical character of many of our schools. If teachers are not entirely ignorant, at least they neglect the true ideas of training, and the proper mode of imparting a true love and a noble ambition of study in a pupil's mind. They rely too much upon books and rules, and the multiplied studies overwhelm the young beginner.

It must be insisted that the highest gift of the Teacher is a loving, cheerful spirit, with a desire to impart ideas, thoughts, and the true principles of the various branches of study. So many teachers seek the profession as "a stepping stone," "a make shift," "for the present," constantly looking out for a better place and a higher salary. It is truly a high profession, and an important calling to train and care for the young, and but few teachers seem to realize these ideas. It is a pleasure to find in this busy, money-making age, teachers who really love their work, and make it a study.

We are led to these comments by a recent visit to the school of the Misses Robinson, at Orange, N. J. This suburban place is noted for its charming scenes, fine, magnificent villas and homes. Its elite residents feel justly proud of this institution which has done so much to educate and refine its society.

Our homes should be pleasant. Churches and public institutions in this age of culture and art, should add to the



charms of each place, but most of all we should care for our schools, and the moral and intellectual culture of the young. For this we need pleasant, well ventilated buildings and skillful educators. The mechanic must understand his work, the artisan and inventor comprehend principles and laws; thus the teacher should not only be versed in studies, but understand the delicate laws which govern minds and their connection to the spirit and God.

The Misses Robinson seem to make these principles their study, and comprehend the delicate influences which control. They possess so much of the true love of teaching, that the pupils find pleasure in learning, and happiness in the school hours. The result of this is perfect training and a wonderful progress. With all the lessons fully explained, they can be quickly acquired.

The school has been established since 1856, and has educated thousands, and now numbers 70 scholars. These come from the refined families of Orange, and the beautiful villages adjacent. We seldom find so many intelligent and charming young ladies and spirited boys. Pupils of former years now grace the happy homes, and mingle in the elegant and cultured society of Orange. The teachers' labors are irksome, and severely task the mind and body. It is only when a love of the work, and a cheerful happiness pervades the life that this friction does not weary and make age come quickly. We find our idea realized here, for the Misses Robinson, after so many years of valliant duty, still continue youthful in feelings, and inspire their pupils with enthusiasm.

The school buildings are large, and the grounds ample, located on the beautiful main avenue of Orange, near the depot. The faculty number eleven able teachers. Misses Eunice, Maria and Augusta Robinson are the principals. Misses Van Ness and Williams care for the primary classes. Miss Vail of Newark, is the elocutionist, and Miss Ridzinski attends to French, and Mr. Charles Roehling is the German teacher. Miss Augusta Robinson possesses rare talents, and a happy method of pleasing her classes with drawing and painting. Besides these studies there are classes in Latin, Mathematics, Ancient and Modern History, Etymology and Natural Science, Shakespeare, English and French Literature.

The school is under excellent discipline. We seldom visit class-rooms where the scholars appear more happy. In the Misses Robinson's school the teachers and pupils all work in harmony. It is this picture and such institutions which make us feel the necessity of a higher ideal for teachers to aspire to, and earnestly desire that the practical and beautiful may yet combine in studies and schools.

L.

## BOOK DEPARTMENT.

### NEW BOOKS.

**AN ELEMENTARY GREEK GRAMMAR.** By William W. Goodwin. Boston: Ginn & Heath.

This was first published in 1872, and met with a great popularity. The present form is a revision. Among the notable features are the abundant notes on etymology, philology and syntax. The treatment of the Greek syntax is especially clear, simple and precise. The catalogue of verbs has been increased; in fact, the inflection of the verb is made a principal feature of the volume. The book will commend itself as a valuable text book.

**WELLS' NATURAL PHILOSOPHY.** Revised by Worthington C. Ford. New York: Ivison, Blakeman, Taylor & Co.

This is a revision of a text book that was very popular, and in its new dress it will regain its old popularity. The recent progress in science is clearly shown in its pages; many new illustrations have been added, and the whole work rendered more serviceable than ever.

**NEW WORD ANALYSIS.** By William Swinton. Ivison, Blakeman, Taylor & Company, New York and Chicago.

The present text book is a rewriting of a book published in 1871; and differs from that volume in presenting much more practice work, as well as more Latin roots. After a brief introduction the Latin element is taken up in showing, first, the prefixes, then the suffixes, then English derivatives. In like manner the Greek element is taken up; followed by the Anglo-Saxon element. The treatment of each of these is precise and practical, and the volume is thus rendered of peculiar value to the school-room.

**THE SCIENCE OF EDUCATION.** By John Ogden. Van Antwerp, Bragg & Co.

Prof. Ogden, Principal of the Normal School at Worthington, Ohio, is well known as a veteran teacher. He has

produced in this volume a valuable contribution to the number of pedagogical works already published. He speaks of Educational Capacity Forces and Processes, and then of Physical, Intellectual and Moral Education. We have given an extract from the volume, under the title of "Blackboard Exercises," by which our readers will get a pretty good idea of the volume. Man is created with a power to know and to do, and all true modes of education must proceed in exact harmony with the laws governing the knowing and doing faculties. The philosophy of education has for its object the discovery of these laws. Any man who can throw light on these laws will be a benefactor, for education stands at the root of all things.

**FOUR MONTHS IN A SNEAK BOX.** By Nathaniel H. Bishop. Boston: Lee & Shepard.

This is an account of a boat voyage of twenty-six hundred miles down the Ohio and Mississippi rivers and along the Gulf of Mexico. The author is a noted traveler; he has been across South America and has written a very interesting account of it. His book on a voyage in a paper canoe in 1874 and '75 is fresh in the minds of most of our readers. This large volume takes up a variety of topics and is well worth reading; the author is by his previous experience well fitted for voyaging and writing of his voyages. It is handsomely illustrated by maps and appropriate cuts. There is no volume of descriptive traveling we have read with more pleasure, and we heartily commend it to our readers.

**CAMPS IN THE CARIBBEES, the adventures of a naturalist in the Lesser Antilles.** By Frederick A. Ober. Boston: Lee & Shepard; price \$2.50.

A pleasant account of the author's two years' expedition under the auspices of the Smithsonian Institute, in the Lesser Antilles. Mr. Ober made some valuable discoveries in natural history; he penetrated the forests, going on ground hitherto unknown save to the natives. Some of the prettiest pieces of scenery, Mr. Ober at once photographed, and these have been engraved and illustrate the book.

**THE INDEPENDENT WRITING SPELLER.** By J. Edwin Phillips. A. F. Barnes & Co., New York and Chicago.

The three blank books of this series are ruled in columns and have the script alphabet on each page as a model for the scholar.

**THE NORMAL TEACHER PARSING BOOK.** By F. P. Adams. Danville, Indiana: J. E. Sherrill.

This blank book has rules and models for parsing, and suggestions for analyzing sentences.

**FROM FATHER TO SON.** By Mary Dwinnell Chellis. New York: National Temperance Society; price \$1.25.

This is a simply-told tale of country life in a well-to-do farmer's family. The law of heredity is brought out in one or two instances. The characters set each other off well, and are strongly drawn.

### MAGAZINES.

"Premature Burials," is dilated upon by G. Eric Mackay, in the *Popular Science Monthly* for January. "Why do Springs and Wells Overflow?" "Vaccination in New York" "Interoceanic Canal Routes," "The International Weather Service," are the titles of some of the articles.

Opening the January *Potter's American Monthly* is a twelve-paged article on "A Day at the Capital," by G. B. Griffith; there are illustrations of the Capitol building, statues in the Corcoran Art Gallery, engravings of some of the most noted pictures. Of the series of papers on "America's Song Composers," by George Birdseye, Fredrick Buckley is the subject. Clinton Montague describes "Glass of all Ages."

The *Musical Herald* occupies a place in musical literature that no existing journal fills. A new musical journal which is to be largely devoted to the music of the Church and Sunday School, and which is designed to occupy, to a great extent, a new place in American musical literature, has just been started in Boston. It is called *The Musical Herald*, and some of the ablest writers on musical topics have already been engaged to contribute regularly to its pages. Church music in relation to Quartette, Choir, Chorus and Congregational Singing, will be among the subjects discussed. Such a publication will meet with a cordial welcome from Pastors, Choristers, and all others interested in Church or Sunday School music.

The first number of the *Normal Worker* comes from Morris, Illinois. It can boast eight pages, well printed.

The frontispiece of the January *Domestic Monthly* is an apt illustration of the progress in art. Even for a fashion plate the colors are soft and artistic.

From Missouri a new educational paper—*The Missouri Teacher* comes, with hopes of success, which we hope will be fulfilled.

The *Missionary Herald* makes its monthly visits, telling what the missions in distant lands are accomplishing. The publishers are talking of issuing a *Mission Quarterly*.

Ida Hay, Alice Williams Brotherton, George Cooper, Mary N. Prescott, Dora Burnside, Mary D. Beine, Emily Carter, and Alfred Selwyn help to make the January *Nursery* attractive.

**THE INDIANS.**—During the past year there has been among many tribes a marked advance toward civilization. The results of Indian farm labor (exclusive of the five civilized tribes of the Indian Territory during the year 1879 are as follows:

Number acres broken.....	27,131
Number acres cultivated.....	157,056
Number bushels wheat raised.....	328,637
Number bushels corn raised.....	643,286
Number bushels oats and barley raised....	189,054
Number bushels vegetables raised.....	390,598
Tons hay cut.....	48,333

By the five civilized tribes:

Number acres cultivated.....	273,000
Bushels wheat raised.....	565,400
Bushels corn raised.....	2,015,000
Bushels oats and barley raised.....	200,000
Bushels vegetables raised.....	336,700
Tons hay cut.....	176,500

The only sure way to make Indians advance in civilization, is thought to be to give each head of a family 160 acres of land, and to each unmarried adult 80 acres, and to issue patents for the same, making them inalienable and free from taxation for twenty-five years. From all except the five civilized tribes there has been a call for such lands, and a largely increased desire for houses, agricultural implements, wagons, civilized dress, etc., etc.

DR. RICHARDSON, the eminent English lecturer on sanitary topics, has lately given the people, in a popular talk, what he calls "a few golden rules for securing health in the house." They are not new, but worth condensing: First, Light: for all ages, in all seasons, sunlight is a bearer and sustainer of health. Next, Sleep: Seven hours at least in summer and nine in winter—with more for children and feeble folks. Third: A separate bed for each person, with plenty of air. Fourth: A daily bath of cold water in summer, and tepid water in winter. Fifth: An equal and not over-heated temperature with plain food and pure air.

**THE ORIGIN OF COAL.**—The most eminent geologists have hitherto ascribed the formation of coal to large quantities of driftwood accumulating in estuaries, where they were subsequently covered by sedimentary deposits, the ligneous structure becoming modified in the course of ages. Experiments render it highly probable that the plants which gave rise to coal first underwent a species of peaty fermentation, during which they lost their organic structure. The peat thus formed became gradually converted into coal by the combined action of heat and pressure.

## What the Press Says of the Institute.

We have no doubt that our public school teachers would find much useful information in the perusal of its monthly numbers.—*Philadelphia Journal*.

The teacher who does not see one of our educational papers is apt to fall behind. The *Institute* is an excellent paper, and well worth the subscription and time given to its reading. It presents many fresh ideas upon the subject of teaching.—*Carolina Spartan*.

It is well worth double the dollar it costs, and if read widely would lift our schools from the present stagnant condition. We like the spirit and tone of the paper.—*Good Health*.

The editorials of the *Teacher's Institute* are able and instructive, and show that the writer is impressed with the principle that, to have good schools we must have good teachers.—*Normal Reporter*.

In the discussion concerning educational publications (at the Monroe County Teachers' Association) the *Teachers' Institute* received the most hearty endorsement from many of the leading educators in the county.—*Sunday Herald*



### Friends of Education.

No man deserves this grand title who does not do something to advance the progress of education; to diffuse educational thought; to increase the teacher's influence, skill and remuneration.

Every man who really believes in education will subscribe for an educational journal, for it aims at all these things and far more. And that president, professor, superintendent, principal or teacher who does not feel enough interest in the progress of education to subscribe for one should "step down and out," and let some "live man," some real "friend of education," take the position.

Such men have no more horizon than one at the bottom of a deep well; they can "run" their school, class or department but that is all. Their creed is as narrow as that of the Mohawk Dutchman who prayed:—"The Lord bless me and my wife, my son John and his wife, us four and no more. Amen."

They are in it, but not of it; they don't care about education, it is the money they are after. Can not they afford a cent or two a week to accomplish educational purposes beyond their reach, even if they are so wise that they can acquire no more knowledge? We declare emphatically that they, of all others, CANNOT AFFORD TO BE WITHOUT AN EDUCATIONAL JOURNAL. To give life to others, the teacher must first live himself.

Any teacher can now afford to take a weekly educational paper. The NEW YORK SCHOOL JOURNAL will be furnished at the following club rates. From one to four copies, \$2.00 each; from five to nine copies, \$1.50 each; from ten to nineteen copies, \$1.25; and over twenty copies, \$1.00 each, post-paid. Twenty teachers can take it three months \$6.00, or ten cents a month. The question is not, Can they afford it? but Can they afford not to take it? Specimens free. Send for a specimen of the SCHOLARS' COMPANION, an eight page monthly paper for scholars, 50 cents a year. It will help to educate your pupils; it will interest them in education. Every teacher is paid for helping circulate it. For ten subscribers to the COMPANION the JOURNAL is sent free. Address

We send out sample copies to increase our circulation; Not to furnish free educational reading. We try and find out who are the "live" teachers, and present those with a sample of a paper that they cannot afford to be without it, even if it cost five dollars instead of one. If they are really live teachers they will realize the value of the paper. Educators must have educational ideas and tools. We expect to hear from every one who gets a sample copy. If you are too dead to take it, hand it to some one who is alive. If you are too poor send five COMPANION subscribers and you will get it free! Now then.

EDISON'S MARVELOUS DISCOVERY.—Edison, by a succession of brilliant successes, has at last perfected an electric lamp, which promises to revolutionize the present methods of lighting our streets and homes. According to a minute and lengthy description given in the *Herald*, the electric light is produced, incredible as it may appear, by passing an electric current through a little piece of paper. By an ingenious yet simple process, the paper is heated until all its elements are removed, except its carbon filaments. The latter (which are found to be "more infusible than platinum and more durable than granite") are placed, unbroken in a glass globe connected with the wires leading to the electricity producing machine, and the air exhausted from the globe. Then the apparatus is ready to give out a light that produces no deleterious gases, no smoke, no offensive odors—a light without flame, without danger, requiring no matches to ignite, giving out but little heat, vitiat-ing no air, and free from all flickering.

### The Best Butter Color.

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